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ABSTRACT

This pamphlet describes grant projects funded in 1992 and 1993 under the Jacob K. Javits Gifted and Talented Students Education Program. The 34 projects are arranged by state; for each project, information provided includes the grantee name and address, project director name and telephone number, target grade level, target population, grant period, funding level, and summary of activities. Activities funded through this program include grants to assist state and local education agencies, institutions of higher education, and other public and private agencies and organizations to meet the needs of talented and gifted students; to create a national research center on gifted and talented education; and to highlight the needs and concerns of gifted/talented students. Projects receive priority if they serve youngsters who have limited English skills, are disabled, or are at risk of being unrecognized and underserved. Priority is also given to projects that improve services for talented students in an entire state or region. (JDD)

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Javits Gifted and Talented Students Education Program

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Javits Gifted and Talented Students Education Program

GRANTS PROJECTS ABSTRACTS 1992 1993

Project Directors:

Elizabeth Barnes
Kathy Price

U.S. Department of Education
Richard W. Riley
Secretary

Office of Educational Research and Improvement
Sharon P. Robinson
Assistant Secretary

Programs for the Improvement of Practice
Eve M. Bither
Director

August 1994

Contents

Introduction 1

Abstracts 5

Arizona
Discover III, Tucson 5

California
Project First Step, San Diego 7

Connecticut
Project High Hopes, Hamden 9

Georgia
The Full Potential SEED Program, Atlanta 11
Breaking Traditional Barriers, Lawrenceville 13

Illinois
Project Urban Consortium for the Talented and Gifted, Chicago . 15

Indiana
Project ARTS, Bloomington 17
Project SPRING II, Bloomington 19

Kentucky
Restructuring Primary Gifted Education, Bowling Green 21
Project Discovery, LaGrange 23

Maryland
Multiple Intelligences, Rockville 25

Massachusetts
Urban Scholars, Boston 27
Regional Electronic Magnet School, Chelmsford 29
Learning Unlimited, Chelsea 31

New Jersey
Early Identification and Education, New Brunswick 33

New Mexico
Project Reach, Albuquerque 35

New York

Project CUE, Bronx 37
The Javits 7+ Program, Brooklyn 39
New Horizons, New York 41
Project Synergy: Outreach, New York 43
Language Arts, Dissemination, Training, Research, Saratoga Springs 45

North Carolina

START, Charlotte 47
LEGACY, Winston-Salem 49

Ohio

A Project To Enhance Teacher and Parent Interaction, Dayton 51
Ohio's Comprehensive Inservice Training Program, Worthington 53

Oklahoma

Cherokee Nation Summer Program, Tahlequah 55
Center for Arts and Sciences, Tulsa 57

Pennsylvania

The Pittsburgh K–3 Gifted Project, Pittsburgh 59

South Carolina

Project SEARCH, Columbia 61

Texas

Project Mustard Seed, Waco 63

Virginia

National Training Program for Gifted Education, Reston 65
A National Dissemination Project, Williamsburg 67

Washington

Identifying and Nurturing Early Mathematical Talent, Seattle 69
Challenging Upper Elementary School Gifted Students, Tacoma 71

Introduction

The Congress finds and declares that gifted and talented students are a national resource vital to the future of the Nation and its security and well-being.

Jacob K. Javits Gifted and Talented Students Education Act of 1988

In 1988, Congress passed legislation to promote the interests of gifted and talented students in the United States. The Jacob K. Javits Gifted and Talented Students Education Program was authorized under Title IV, Part B of the Hawkins-Stafford Elementary and Secondary Amendments of 1988. This publication describes the grants projects funded by the Javits program in 1992 and 1993.

The enabling legislation calls for the United States Department of Education, through the Javits Program, to carry out three major activities which, in combination, are designed to provide national leadership in gifted and talented education. The first provides grants to assist state and local education agencies, institutions of higher education, and other public and private agencies and organizations to meet the needs of talented and gifted students. The second activity creates a national research center, which is the first comprehensive research and development effort on gifted and talented education in the nation. The third activity responds to the legislative mandate that the Javits Program serve as a national focal point in gifted and talented education by highlighting the needs and concerns of gifted and talented students.

In each year that new funds are available, the Department publishes an invitation to apply for Javits grants in the *Federal Register.* It then assembles peer review panels to evaluate applications and recommend awards. The authorizing legislation requires that at least one-half of the projects funded each year include activities to serve students from impoverished backgrounds. Projects receive priority if they serve youngsters who have limited English skills, are disabled, or are at risk of being unrecognized and underserved. Priority is also given to projects that improve services for talented students in an entire state or region.

Between 1989 and 1994, the Javits Gifted and Talented Students Education Program funded 75 grants nationwide. Depending on the availability of funds, grant awards range from $100,000 to $270,000 per year for up to 3 years for

- Assessing and identifying students with outstanding talents;
- Developing challenging curricula;
- Individualizing instruction for advanced learners;
- Sponsoring summer institutes;
- Designing and implementing technical applications of knowledge;
- Involving parents of talented students in educating their youngsters;
- Expanding educational opportunities for talented students by collaborating with business, industry, and other organizations; and
- Offering technical assistance and help in disseminating information to the public about services available for talented students.

The Javits projects are contributing answers to important questions about how to provide a rich and challenging education to talented students, especially those who are at risk of school failure. For example, some projects help raise expectations for preschool and primary students in Head Start programs. Others focus on mathematics and science programs for minority students, provide programs for talented artists, summer programs at universities for needy students, or training programs for classroom teachers on assessing and serving talented students. These and other models and approaches developed in these projects will be studied by researchers in the National Center on the Gifted and Talented, administered by the Department of Education's Office of Educational Research and Improvement.

The abstracts included in this publication are organized by state and by the city of the grantees from each state. Further information about each project is available from the project director(s). Information about the Javits Gifted and Talented Students Education Program is available from

U.S. Department of Education
Office of Educational Research and Improvement
Javits Program
555 New Jersey Avenue NW, Room 504
Washington, DC 20208
(202) 219–2187

Arizona

DISCOVER III (Discovering Intellectual Skills and Capabilities While Providing Opportunities for Varied Ethnic Responses)

Grantee: Department of Special Education and Rehabilitation
University of Arizona
Tucson, AZ 85721

Project Director: C. June Maker
(602) 622–8106

Target Grade Level: Kindergarten through grade 12

Target Population: American Indian, black, and Hispanic children

Grant Period: 8/1/93 through 7/31/96

FY 92 Funding: $249,886

Based on several years of research on problem solving by gifted people from special populations and a new definition of giftedness, the project director has developed and pilot tested a new, practical, and cost-effective way to identify giftedness in grades K–3. Equal percentages of children from three minority groups are identified and those identified have made tremendous gains in special enrichment programs. The new process needs to be evaluated over the long-term and adapted for students in grades 4–12.

The University of Arizona and nine local education agencies (LEAs) with high percentages of American Indian (e.g., Navajo, Pascua Yaqui, Tohono O'Odham), black, and Hispanic children will continue to implement and evaluate the new procedure and extend its use to grades 4–12. Using Howard Gardner's Theory of Multiple Intelligence as a framework, special enrichment programs will be developed and provided for students identified as gifted by traditional and alternative methods.

Students may remain in regular classroom settings or be placed in existing or newly created enrichment programs. Project staff will facilitate curriculum development in cooperation with LEA contacts, educators, community members, gifted individuals, and an advisory committee.

DISCOVER III is designed to extend and build upon two previously funded Javits projects. The major objectives of DISCOVER III are

- To implement and validate an innovative procedure for identifying gifted minority students in grades K–12;
- To collaborate with participating communities and LEAs in developing curricula and providing staff development, focusing on problem solving with a cultural context to enhance the abilities of minority students; and
- To disseminate information designed to communicate expectations of higher achievement by poor and minority students.

These objectives are achieved using the following steps:

- Assist LEAs in identifying the strengths and abilities of students at all grade levels;
- Maintain profiles of students' strengths and their growth during the project;
- Provide seminars at the University of Arizona for gifted middle and high school students and their teachers;
- Collaborate with participating teachers, administrators, counselors, educators, and local community members involved with the project;
- Provide on-site workshops for participating educators, parents, and other interested individuals, based on needs they identify;
- Share curriculum materials developed in all participating LEAs; and
- Analyze the effectiveness of the identification procedure used in each LEA.

California

Project First Step

Grantee:	San Diego City Schools Gifted and Talented Education Dana Center, Room 247 1775 Chatsworth Boulevard San Diego, CA 92107–37093
Project Director:	David P. Hermanson (619) 225–3598
Project Coordinator:	Rose Perez (619) 225–3598
Target Grade Level:	Preschool through grade 2
Target Population:	Black, Hispanic, and limited English proficient Hispanic students
Grant Period:	10/1/92 through 9/30/95
FY 92 Funding:	$200,000

The San Diego Unified School District is working to ensure increased participation of high-achieving black, Hispanic, and limited English proficient Hispanic students in its Gifted and Talented Education (GATE) Program. To promote early identification of children from these underrepresented populations, this project centers on

- Readying students for GATE certification at second grade;
- Training teachers to integrate higher-level-thinking instructional strategies in the curriculum; and
- Encouraging parents to identify and nurture giftedness in the home.

With a total of 960 students and 30 teachers from 10 inner-city schools participating in the program, this project promises to provide a national model for identifying and nurturing potentially gifted children both at home and at school. It trains classroom teachers to recognize high-ability

children who do not necessarily score well on intelligence tests or achieve high grades in school.

Project First Step also provides parents with opportunities to generate original ideas about achievement and to learn strategies for nurturing academic achievement.

Connecticut

Project High Hopes

Grantee:	Area Cooperative Educational Services 205 Skiff Street Hamden, CT 06517
Project Director:	Susan Baum (203) 248–9119, ext. 402
Project Coordinator:	Terry W. Neu (203) 248–9119, ext. 402
Target Grade Level:	Grades 5 through 10
Target Population:	High-ability students with disabilities
Grant Period:	10/1/93 through 9/30/96
FY 92 Funding:	$211,625

Project High Hopes is a collaboration among Area Cooperative Educational Services (ACES), American School for the Deaf, Rhode Island School for the Deaf, and Cranston (Rhode Island) Public Schools. This project is designed to identify and develop gifts among exceptional students in the area of visual and performing arts or science and technology. Students include those with hearing impairments, learning disabilities, and emotional or behavioral disorders in selected sites in Connecticut and Rhode Island.

Focusing on the different settings in which students with special needs are served, Project High Hopes has selected three unconventional sites for project services. These are special schools, self-contained classrooms in regular schools, and part-time resource rooms for mainstreamed disabled students and those scheduled for inclusion. The project will identify students using nontraditional techniques, for example, interest surveys, behavioral indicators, and activity-based or "developmental" identification. Students will have opportunities to interact with gifted adults and nondisabled peers displaying similar talents. Through inservice workshops, coaching, and summer observation and training institutes

teachers and mentors will receive professional development on how to meet the needs of these students.

The participating schools and programs serve nearly 1,400 disabled students, of whom 700 are within the targeted age range. These students will be involved during the spring of the first year. Subsequently, services will be provided to approximately 60 students talented in the arts or sciences, in particular the visual and performing arts and the life and physical sciences. Additional students may also be expected to join in talent development activities as specific strengths and abilities merge.

The project will disseminate activities and products by means of a resource and curriculum guide, a handbook on identification, articles describing the program, and conference presentations.

Georgia

The Full Potential SEED Program (Supporting Early Education and Development)

Grantee:	Atlanta Public Schools 210 Pryor Street, SW Atlanta, GA 30335
Project Director:	Thelma Mumford-Glover (404) 827–8000
Target Grade Level:	Preschool and kindergarten
Target Population:	Black students
Grant Period:	9/1/92 through 8/31/95
FY 92 Funding:	$255,504

The SEED program serves approximately 700 kindergarten students at eight elementary schools which, under a previous Javits grant, successfully implemented the Full Potential model for gifted and talented students in first through fifth grades. The project also features an outreach effort to involve at least 90 families, including the preschool siblings of enrolled children.

The SEED program is based on the premise that focussed, developmentally and culturally appropriate nurturing of preschool and kindergarten children at home and at school will result in more students being referred to gifted programs in first and second grades. To achieve this goal, the program restructures the learning environments of very young children so that learning becomes active, cooperative, and engaging. Language development is emphasized using the whole language philosophy to integrate the other subject areas of mathematics, science, social science (including geography), and foreign languages. Creative and critical thinking is stressed through the use of literature. Students receive a weekly Spanish lesson taught by undergraduate foreign language majors from the Atlanta University Center—the nation's largest consortium of historically black colleges and universities.

The project also features a strong emphasis on family involvement. Family members are educated about giftedness in general, about cultural expressions of giftedness in early childhood, and about the SEED program. In addition, students have access to books and videos, which they take home for family enrichment. Parents, older siblings, and other family members are encouraged to read or view these materials with the children and to engage in cooperative activities to extend the learning experience. Additional materials are designed to bridge the school-home experience and parents are trained in the most effective ways to use them.

It is expected that this project will produce a national model designed specifically for use in urban centers with black children. In addition, the model will be fully exportable to urban systems with other populations, which may import various elements of the model or the complete program, depending on their needs.

Breaking Traditional Barriers: A New Paradigm for Gifted Programs

Grantee:	Gwinnett County Public Schools P.O. Box 343 Lawrenceville, GA 30246
Project Coordinator:	Sandra M. Gollmar (404) 513–6861
Codirectors:	Ruth Cowan and Annette Eger (404) 513–6861
Target Grade Level:	Kindergarten through grade 12
Target Population:	Economically disadvantaged, limited English proficient, cultural and ethnic minority students
Grant Period:	11/1/92 through 10/31/95
FY 92 Funding:	$249,766

During the last decade, Gwinnett County changed from a homogeneous, rural community of 166,900 residents to a rural-suburban-urban mix of over 352,900. During this same period, school enrollment doubled to over 70,000 students coming from culturally diverse backgrounds and speaking 56 languages. As student diversity increased, the relatively small number of target students served by the gifted program became a major concern.

To address this issue, Gwinnett County developed Breaking Traditional Barriers, a 3-year curriculum development and training project that will affect more than 4,000 certified staff and targets economically disadvantaged, limited English proficient, and culturally diverse gifted students attending the county's 60-plus public schools. The project has four primary objectives:

- To establish and use gifted program selection criteria that better accommodate target students in grades K–12;

- To improve the quality of gifted curricula in English, history, geography, civics, mathematics, and science;
- To train gifted program and regular teachers and other staff to use new selection criteria; and
- To train gifted program teachers to use the curriculum for target students.

Staff development training emphasizes the characteristics of targeted gifted students, referral and placement protocols, and implementation of newly developed gifted curricula and instructional modifications.

Project Urban Consortium for the Talented And Gifted (PUC-TAG)

Grantee: Tilden High School
4747 South Union Avenue
Chicago, IL 60609

Project Director: Joyce E. Oatman
(312) 535–1641

Target Grade Level: Grades 9 through 12

Target Population: Minority, economically and socially disadvantaged, and limited English proficient students

Grant Period: 7/1/93 through 6/30/96

FY 92 Funding: $236,080

Project Urban Consortium for the Talented and Gifted (PUC-TAG) is a collaborative effort among four urban high schools and three universities to create a unique gifted program. This innovative grouping of schools is designed to assist high school staff to identify and provide services for gifted and talented students from the ninth grade until they enter college or post-high school studies in urban Chicago.

The universities involved are: the University of Iowa through the Connie Belin National Center for the Education of the Gifted, the University of Georgia through the Torrance Center for Creativity, and Chicago State University Special Education Department–Teaching the Gifted. The consortium has a diverse minority student population of 5,122, with almost 100 percent black student populations at three of the schools.

PUC-TAG will develop identification strategies and a strong 4-year academic program to reconcile cognitive, academic, and social deficiencies. It will also include advanced placement classes for juniors and seniors, critical thinking, creative problem solving, self-esteem

development, values clarification, career awareness, and future studies for all participants. Staff development for program teachers will be provided in two phases: inservice on consortium campuses for staff and formal university training for the teachers of the gifted. In addition to program teachers, private and parochial high school teachers will be invited to participate in the inservice training.

Parents will receive assistance to understand and guide gifted children in the home, as well as to familiarize them with the school and how it functions.

Indiana

Project ARTS (Arts for Rural Teachers and Students)

Grantee:	Indiana University Smith Research Center, Suite 101 3805 East Tenth Street Bloomington, IN 47405–2301
Project Directors:	Gilbert Clark and Enid Zimmerman (812) 856–8137
Target Grade Level:	Grades 3 through 5
Target Population:	Underserved rural disadvantaged and ethnically diverse gifted and talented, visual and performing arts students
Grant Period:	7/1/93 through 6/30/96
FY 92 Funding:	$211,050

Project ARTS is a consortium headquartered at Indiana University, with sites at Converse College in South Carolina and New Mexico State University. The consortium works to implement visual and performing arts programs for underserved rural gifted and talented students in the three states. The project will involve community members and artists who are active locally at each of the participating schools.

Project ARTS objectives are

- To modify and demonstrate instruments and procedures for identifying rural gifted and talented students from Hispanic American, American Indian, black, Appalachian, and European American backgrounds;
- To modify and demonstrate promising visual and performing arts curriculum models and materials for use with gifted and talented students in elementary schools;

- To modify and demonstrate instruments and procedures for evaluating the progress and achievements of gifted and talented students from the identified populations;
- To modify and further develop preservice and inservice training procedures and materials;
- To implement new technologies to encourage communication and exchanges of locally developed curriculum materials between schools at all program sites;
- To modify procedures and develop a prototypic manual for identifying, programming, and evaluating students from the targeted populations; and
- To involve parents and local community members in all phases of Project ARTS.

Project SPRING II (Special Populations Rural Information Center for the Gifted): A Three-State Rural Consortium

Grantee:	Indiana University Smith Research Center #174 Bloomington, IN 47405
Project Director:	Howard Spicker (812) 855–4438
Target Grade Level:	Grades 3 through 8
Target Population:	Rural economically disadvantaged students from Appalachian, black, Hispanic, and American Indian backgrounds
Grant Period:	1/1/93 through 12/31/95
FY 92 Funding:	$248,183

Project SPRING II has created a three-state rural network, with headquarters at Indiana University in Bloomington and satellite sites at New Mexico State University in Las Cruces and Converse College in Spartanburg, South Carolina. This consortium's primary purpose is to help identify and educate rural gifted children from economically disadvantaged, ethnically diverse backgrounds. The project will achieve its goal by

- Developing training procedures for identifying the target population;
- Identifying science programs and teaching strategies appropriate to the target population;
- Providing rural teachers and gifted children access to information sources and opportunities for interaction with professionals and peers; and
- Including parents in efforts to identify and educate their children.

Project SPRING II is developing a series of training manuals, materials, and procedures that can be used for preservice and inservice training of personnel responsible for identifying gifted and talented children. Teachers, students, and project staff from the participating schools and universities are linked via telecommunications.

As part of this project, Indiana University is modifying procedures for identifying rural Appalachian disadvantaged gifted children that can be used with the other target populations. These procedures were developed by the university under Project SPRING I, a previous Javits grant that used nontraditional, multicriteria assessment procedures to identify gifted Appalachian children.

Kentucky

Restructuring Primary Gifted Education: A Response to Kentucky's Education Reform

Grantee:	Western Kentucky University College of Education Tate C. Page Hall Bowling Green, KY 42101
Project Director:	Julia Roberts (502) 745–6323
Target Grade Level:	Kindergarten through grade 3 (Ungraded primary)
Target Population:	Young gifted children, including those who are disadvantaged and disabled
Grant Period:	10/1/92 through 9/30/95
FY 92 Funding:	$245,849

This project was developed in response to the 1990 Kentucky Education Reform Act, which mandated that an ungraded primary program (K–3) be created to meet the needs of all children in multiage and multiability classrooms, using a developmentally appropriate curriculum.

A collaborative effort among Western Kentucky University, the Kentucky Department of Education, two staff development consortia (including 48 school districts), and four targeted elementary schools, the project addresses issues that prevent young gifted children from being appropriately identified and served. These issues include: teacher understanding of the nature and needs of gifted students; nontraditional methods for identifying young gifted children for early intervention; collaboration among professionals; and teacher training in planning and implementing curricula that meet the broad range of learning needs within primary schools.

The project's primary objectives are

- To build a group of parents and educators to appropriately serve the needs of young gifted children statewide, including those who are disadvantaged, disabled, or both;
- To examine a range of staff development models for implementing a state-mandated program;
- To promote linkages between the primary program and reform components such as school-based decision making, curriculum frameworks, classroom technology, performance assessment, and family resource centers;
- To generate a variety of appropriate practices and exemplary curricula for developing the abilities and expanding the interests of young gifted children;
- To develop and pilot identification procedures that are based on the Kentucky performance-based assessment system and that also incorporate procedures supported by research and developed by other Javits projects; and
- To design teacher preparation experiences that will enable teacher education students to develop the potential of young gifted children, including those who are economically disadvantaged or disabled.

Project Discovery: Nurturing Giftedness in Young Students Through Investigation

Grantee:	Ohio Valley Educational Cooperative 205 Parker Drive LaGrange, KY 40331
Project Director:	John A. Rosati (502) 222–4573
Target Grade Level:	Kindergarten through grade 3 (Ungraded primary)
Target Population:	Rural disadvantaged and economically disadvantaged students
Grant Period:	10/1/92 through 9/30/95
FY 92 Funding:	$233,018

Project Discovery is increasing teachers' sensitivity to creative, productive giftedness by training them to involve students in making independent investigations and creating new knowledge and products through original research. Children are allowed to choose research topics that interest them and to identify problems and questions related to their topic. This approach allows children to explore, think, and interact. It encourages independent thinking and the development of problem-solving, creative, and critical thinking skills, and it allows children to share research results with an authentic audience.

Inservice training to broaden teachers' views of giftedness is provided, and creative strategies and activities to promote and nurture giftedness in the regular classroom are being identified. This approach, which seeks to reach students before they are "labeled," is considered key to nurturing giftedness in disadvantaged youngsters. A central tenet of the project is that teachers should view themselves as "talent scouts" providing information about undiscovered "stars," rather than as "gatekeepers" eliminating students from consideration for a gifted program.

Project Discovery, which operates in multiage, multiability classrooms, has four primary objectives:

- To increase the proportion of disadvantaged students identified as gifted in the grade of formal entry into each district's gifted program;
- To improve teachers' attitudes, knowledge, behavior, and skills with regard to recognizing and nurturing giftedness in primary school students;
- To maintain or increase self-esteem and to increase the creative thinking, critical thinking, and problem-solving skills of primary school children served by the project; and
- To increase parents' knowledge of giftedness and their confidence in recognizing and nurturing it in their children.

Maryland

Multiple Intelligences: A Framework for Student and Teacher Change

Grantee:	Montgomery County Public Schools 850 Hungerford Drive Rockville, MD 20850
Project Director:	Waveline T. Starnes (301) 279–3163
Target Grade Level:	Prekindergarten through grade 5
Target Population:	Economically disadvantaged, limited English proficient, learning disabled, and culturally diverse students
Grant Period:	1/1/93 through 12/31/95
FY 92 Funding:	$223,841

The primary purpose of this project is to demonstrate the effectiveness of Howard Gardner's concept of multiple intelligences—combined with instruction in science and the arts—as a vehicle for identifying and nurturing underserved and culturally diverse gifted students. The program allows children to reveal gifts that are otherwise masked by economic deprivation, limited English proficiency, or possible learning disabilities. It seeks to remove the verbal veil that prevents teachers from recognizing these youngsters' nonverbal multiple intelligences.

The project builds upon work begun by Montgomery County Public Schools under an earlier Javits grant, which was used to develop a model program for children through second grade. Its primary goals are

- To confirm the validity and value of using Gardner's concept of multiple intelligences, along with his broader definition of intelligence, to identify gifts and provide instruction in a public school setting;
- To extend the model to another school and thus incorporate children in preschool through grade five;

- To identify and study the best aspects of the model's bilingual approach to instruction; and
- To develop a curriculum that nurtures multiple intelligences and provides linguistic links for children with unique gifts but limited verbal skills.

The grantee is emphasizing five program elements: curriculum development in prekindergarten through grade five; extending and refining identification through teaching; parent involvement; inservice and preservice training; and research.

Massachusetts

Urban Scholars: Access to Excellence for Students and Schools

Grantee:	University of Massachusetts, Boston Student Affairs 100 Morrissey Boulevard Harbour Campus Boston, MA 02125
Project Director:	Joan Becker (617) 287–5800
Target Grade Level:	Middle School
Target Population:	Underserved urban disadvantaged and ethnically diverse gifted and talented students of mathematics and science
Grant Period:	6/1/93 through 5/30/96
FY 92 Funding:	$250,458

Urban Scholars is a 10-year-old program that seeks to help develop the potentials of young talented students from disadvantaged backgrounds and to enhance the capacity of schools to meet their needs.

The program will concentrate on four major areas:

- An intensive mathematics and science program for 55 talented, economically disadvantaged, middle school students;
- A series of activities designed to enhance the capacity of targeted high schools to develop the potentials of all students. Activities include a comprehensive staff development program and a guidance course for ninth grade students;
- Ongoing dissemination of the project's models through presentations at relevant local, state, and national conferences; and
- Implementation of a management structure to promote more effective involvement in issues of national education reform.

The program has three components: (1) a middle school program serving 25 seventh- and eighth-graders year-round, including an intensive summer session culminating in a residential week of hands-on work; (2) an on-site component that helps target high schools to meet the needs of their most talented students; and (3) dissemination of a national demonstration project.

Regional Electronic Magnet School for Talented Students in Mathematics and Science

Grantee:	Merrimack Education Center 101 Mill Road Chelmsford, MA 01824
Project Director:	Burton E. Goodrich (508) 256–3985
Target Grade Level:	Grade 11
Target Population:	Gifted and talented students
Grant Period:	10/1/92 through 9/30/95
FY 92 Funding:	$265,893

The Merrimack Education Center (MEC) offers enhanced mathematics and science instruction to gifted high school juniors both in summer school and in research projects throughout the school year. Serving students from 14 participating high schools, the program does not isolate gifted and talented students from their peers by removing them from their respective classrooms. Rather, it combines the best of two complementary but rarely connected strategies—the focussed attention of a magnet school model and a powerful electronic network and resource system.

Mathematics and science teachers from the 14 high schools participate in the regional program and will eventually serve as local facilitators to expand the program's reach to more students and teachers. In addition, faculty from the University of Massachusetts in Lowell and Fitchburg State College serve as advisers and instructors to guide teachers and students through individual and group projects. Students, teachers, university faculty, and project staff are linked through a computer network where communication and conferencing complement school-based teaching and learning activities. Regional programs are conducted both at the university and at MEC's technology and staff development facility.

The project is also fostering an active partnership with area corporations, which provide advisers to assist students with their research projects. The project is creating a collaborative electronic network among students, teachers, universities, and corporate advisers to support teaching and assist in dissemination.

Learning Unlimited

Grantee:	Chelsea Public Schools Chelsea High School 8 Clark Avenue Chelsea, MA 02150
Project Directors:	Carol Blotner (617) 889–8445 Anthony Roelli (617) 889–8416
Target Grade Level:	Grades 9 through 12
Target Population:	Economically disadvantaged, limited English proficient gifted and talented students
Grant Period:	11/1/92 through 10/31/94
FY 92 Funding:	$238,121

Located in one of Massachusetts' poorest cities, Chelsea High School enrolls approximately 800 students, over half of whom speak English as a second language. Because of severe financial constraints, the school had no course offerings or academic challenges specifically tailored for its most able students. Developed to address this need, Learning Unlimited is designed to

- Provide inservice training to help instructors develop new teaching skills that enable them to respond to different needs and ability levels of both gifted and at-risk students, even when they are in the same classroom;
- Add electives that require students to originate independent ideas and set clear goals with the instructor, while maintaining a curriculum that is flexible enough to accommodate a broad range of talents and abilities; and

- Add second trimester courses in mathematics, science, and English that are open only to gifted and talented students and that present new, challenging material at an accelerated pace.

A primary goal of Learning Unlimited is to identify students with special talents, including those who have specific, isolated gifts (e.g., mathematics grades that are dramatically higher or a clear talent such as poetry) and who do not fit the standard pattern of academic achievement.

New Jersey

Early Identification and Education for Gifted Minority Students in Grades K–2 in Newark, New Jersey

Grantee:	University of Medicine and Dentistry of New Jersey 97 Paterson Street New Brunswick, NJ 08903
Project Director:	Candice Feiring (908) 235–7902
Target Grade Level:	Kindergarten through grade 2
Target Population:	Economically disadvantaged and minority students
Grant Period:	10/1/92 through 9/30/95
FY 92 Funding:	$168,857

Operating in the Newark schools, this project will increase the identification of young, gifted minority students and train classroom teachers to provide enrichment activities for them within the regular classroom.

Since Newark has no program in place to identify highly able kindergarten children, project staff and school personnel will cooperate in implementing a multiple-entry screening and assessment procedure. Through this process, approximately 50 kindergarten children—out of a total annual enrollment of about 3,800—will be recognized as gifted each year.

To provide both comprehensive and cost-effective enrichment for these students, regular classroom teachers will be trained to understand giftedness and to implement classroom activities that facilitate strengths in particular skill areas. Training includes workshops, teacher conferences, an activities book, and access to a teacher hotline for questions about students' needs and classroom activities.

During the project's first year, all kindergarten teachers received a workshop as part of their fall inservice and, after identification was completed, those who had gifted children in their classrooms attended additional workshops. During subsequent years, workshops will be given to first- and second-grade teachers at four magnet schools where the youngsters will be assigned. Evaluation of this project's effectiveness involves validation of a screening device for giftedness, teacher reports about their use of the activities book, and examination of children's performance on achievement and problem-solving measures.

New Mexico

Project Reach

Grantee:	University of New Mexico Department of Special Education College of Education, 3098 Mesa Vista Hall Albuquerque, NM 87131
Project Director:	M. Elizabeth Nielsen (505) 277–2211
Target Grade Level:	Grades 7 through 12
Target Population:	Twice-exceptional learners; early childhood populations
Grant Period:	7/1/93 through 6/30/96
FY 92 Funding:	$240,857

Project Reach is a collaborative effort between the University of New Mexico and a large, multicultural urban school district in the Southwest. It was developed in response to the increased need to identify and serve twice-exceptional learners, that is, students who have physical disabilities, learning disabilities, communication disorders, or behavioral disorders.

Project Reach augments a previous collaborative project that identified over 250 elementary and middle school gifted twice-exceptional learners. Of these students, 35–40 percent came from culturally diverse backgrounds and 45–50 percent from low-income families. Between 1990 and 1992, approximately 180 of these children received special services in 14 classes specifically created for twice-exceptional learners.

The main concern of the project is to extend the focus of its services to

- Include gifted students with physical disabilities, including visual and hearing impairments;
- Investigate early signs of giftedness overlaid with learning difficulties among early childhood populations;

- Attempt to help middle school twice-exceptional students successfully make the transition from middle school to high school and to closely observe their progress in high school; and
- Provide technical assistance to public school systems and university instructors across the country who are interested in serving these at-risk children.

Project Reach will develop several interactive videos to visually represent the unique characteristics and needs of twice-exceptional learners. A mathematics-science laboratory and a summer training institute for educational "teams" comprising a teacher-trainer from the university and a public school administrator will also be created.

New York

Project CUE (Creating Urban Excellence)

Grantee:	Community School District #9 1377 Jerome Avenue Bronx, NY 10452
Project Director:	Sandra Kase (718) 583–7366
Target Grade Level:	Kindergarten through grade 3
Target Population:	Economically disadvantaged Hispanic and black students
Grant Period:	10/1/92 through 9/30/95
FY 92 Funding:	$234,025

Project CUE is countering the pervasive effects of poverty on academic achievement by introducing urban minority students during their early school years to basic mathematics and science content and to the scientific inquiry process. Targeting students enrolled in both regular and special education classes at five schools, the project identifies children with exceptional talent and nurtures their abilities in science and mathematics by providing enriched early childhood instruction in these subjects.

A collaboration among Community School District #9, the New York City Board of Education, and Lehman College, the project employs an instructional approach that is in direct contrast to the "deficit model" commonly used in urban areas. Rather than focusing on children's academic weaknesses, Project CUE targets enrichment activities in science and mathematics to all students, including those whose atypical learning patterns may make them candidates for special education classification.

A primary component of the project is the creation of three levels of developmentally appropriate learning environments that provide students with opportunities to develop abilities in the two subject areas. Thus, *all* students receive enriched instruction in mathematics and science from their regular classroom teachers, as well as enriched instruction outside the

regular classroom from mathematics and science cluster teachers. Children who demonstrate *exceptional* talents in science and mathematics are also given differentiated enriched instruction in special school-based seminars as well as in carefully planned activities outside of the school building.

Other key project components include designing a performance-based assessment to identify students with exceptional abilities in science and mathematics and ongoing training of staff in the participating schools and of other area educators.

The Javits 7+ Program

Grantee:	Community School District #18 755 East 100 Street Brooklyn, NY 11236
Project Director:	Joyce Rubin (718) 927–5246
Project Coordinator:	Joel Rubenfeld (718) 927–5135
Target Grade Level:	Kindergarten through grade 5
Target Population:	Economically disadvantaged, limited English proficient, and disabled students
Grant Period:	12/1/92 through 11/30/95
FY 92 Funding:	$177,432

Founded on Howard Gardner's theory of multiple intelligences, the Javits 7+ Program builds upon and expands the work of a previous Javits project that was designed to identify and serve students who are traditionally underserved in gifted and talented programs.

Project objectives include improved student outcomes in such areas as self-esteem and core and individual competencies, and the use of longitudinal testing to determine whether improvement in these areas translates into higher reading and mathematics achievement levels.

Staff and parent development are also key objectives. Teachers are being trained to

- Provide individualized instruction to gifted and talented students;
- Better instruct these students in all subject areas;
- Provide a program for gifted and talented students who are economically disadvantaged, limited English proficient, or have disabling conditions; and

- Discover and cultivate the potential of highly able students within the regular classroom.

Training is also being conducted for staff who wish to be involved in the project as new Javits 7+ classrooms are established, and for parents in a five-session series of evening workshops on nurturing their children's multiple intelligences at home.

The centerpiece of the Javits 7+ Program is its interdisciplinary, theme-based, multiple-intelligences curriculum, which integrates the visual and performing arts with the traditional subject areas of English, history, geography, civics, mathematics, and science. When the project concludes, a full curriculum for the early childhood grades will be in place and several units will be available for grades four and five.

New Horizons

Grantee:	The ArtsConnection, Inc. 120 West 46th Street New York, NY 10036
Project Director:	Steve Tannen (212) 302–7433
Target Grade Level:	Grades 3 through 6
Target Population:	Minority children who are mostly poor, bilingual, or handicapped
Grant Period:	9/1/93 through 8/31/96
FY 92 Funding:	$245,808

The New Horizons project is an expansion of the previously funded Javits program, Talent Beyond Words, which worked with two public schools in Brooklyn, New York. That project succeeded in defining new standards and methods for identifying and serving groups of children who demonstrated potential gifts and talents in music and dance.

The New Horizons project will continue to work with those two public schools, involve eight more schools, and add theater as a component. It will help motivate minority children who are mostly poor, bilingual, or handicapped to attend school and program activities in and out of school, and to develop strong work and study habits and improved personal and social skills through dance, music, and theater training. The program will also enable the students to engage in top-flight training and creative and performing activities in a professional atmosphere.

This project also proposes to train teachers in the talent identification process and, through summer institutes, in the various art forms and dimensions of artistic talent. New Horizons is designed to help sensitize teachers to the positive values of nurturing and reinforcing talents through creative pedagogy rather than through the usual tactics of remediation.

The project's goal is to develop a model that will demonstrate how a public-private partnership among several public schools and a local arts-in-education organization can collaborate to plan, implement, research, evaluate, and disseminate a program of arts infusion and talent assessment and development for primarily economically disadvantaged elementary students in grades three through six.

Project Synergy: Outreach

Grantee:	Teachers College Columbia University 525 West 120th Street New York, NY 10027
Project Directors:	James H. Borland (212) 678–3801 Lisa Wright (212) 678–3849
Target Grade Level:	Kindergarten through grade 3
Target Population:	Economically disadvantaged young urban children
Grant Period:	11/1/93 through 10/30/96
FY 92 Funding:	$245,365

Project Synergy: Outreach is a cooperative project that builds upon work begun in Project Synergy, funded by the Jacob K. Javits Gifted and Talented Students Program in 1991. Its purpose is to further develop methods to identify and educate gifted students who are economically disadvantaged, culturally diverse, and at risk for developing disabilities.

Project Synergy's accomplishments include developing, field testing, and validating nontraditional methods for identifying potentially gifted, economically disadvantaged kindergartners. These methods have been used to identify 12 to 15 children each year. Intervention took the form of transitional services designed to enable identified children to develop their potential for academic giftedness. Workshops and other forms of support for parents and inservice education for regular classroom teachers also played a role. Mentorships, involving gifted inner-city middle school students as mentors for identified kindergartners, were also part of the intervention.

The validity of the identification methods and the success of the intervention strategies are indicated by the outcomes of the first project year: five of the students identified as gifted are now enrolled in a school for gifted students in New York City. These students represent 5 percent of the kindergarten class of one of the lowest achieving schools in the city, ranking 617th out of 625 elementary schools in reading achievement in 1992–1993.

Project Synergy: Outreach will extend and test the work of Project Synergy as follows:

- The identification and educational services will be extended to additional schools, beyond the one in which Project Synergy operated;
- The identification procedures developed in the original project will be subjected to further testing and evaluation with the goal of making them more economical in time and expense;
- Less intensive forms of intervention will be employed along with the transitional services model developed in Project Synergy;
- Teacher-as-Researcher mini-grants will be awarded to encourage participation of public school teachers in project activities; and
- All of the above will be incorporated into a quasi-experimental research design to test the efficacy of the various forms of intervention. This study will include economically disadvantaged, potentially gifted control groups as well as comparison groups consisting of middle class gifted students and economically disadvantaged students not identified as potentially gifted.

Project Synergy: Outreach will use the following school reform and restructuring methods: (1) authentic assessment, (2) site-based management, (3) private-public school partnerships, (4) upgraded teacher professionalism, (5) family involvement and choice, (6) integrated services, and (7) effective schooling for at-risk learners.

Language Arts, Dissemination, Training, Research

Grantee: Washington-Saratoga-Warren-Hamilton-Essex Counties Board of Cooperative Educational Services
112 Spring Street
Saratoga Springs, NY 12866

Project Director: Phyllis W. Aldrich
(518) 584–3239, ext. 316

Target Grade Level: Kindergarten through grade 8

Target Population: Verbally gifted learners and their teachers

Grant Period: 9/1/93 through 8/31/96

FY 92 Funding: $244,873

The Language Arts, Dissemination, Training, Research project is designed to encourage national dissemination and thoughtful use of newly designed exemplary language arts curricula for high-ability learners. It will also provide K–8 administrators and classroom teachers of gifted students with the skills and concepts needed to create language arts curricula as well as to implement existing ones in alignment with the recommendations of national reform reports.

The goals of the project are

- To develop a training and networking model in language arts for K–8 teachers of high-ability learners;
- To disseminate to the appropriate public materials on teaching language arts to high-ability students; and
- To conduct concurrent research studies to examine the effectiveness of field-tested units in differing ability groups.

The project plans to achieve these goals through multiple dissemination approaches that include (1) 4-day summer institutes; (2) on-site school follow-up workshops with institute teachers during the academic year;

(3) 2-day joint state-national dissemination conferences at six selected sites; and (4) linking teachers via LitNet with an international consortium of humanities groups.

The project will reach 900–1200 educators annually and impact directly on many more. The project promises to produce a national training model that involves teachers in the planning and implementation phases, using evaluative feedback for revision and providing local options based on individual needs.

North Carolina

START: Support To Affirm Rising Talents

Grantee:	Charlotte-Mecklenburg Board of Education P.O. Box 30035 Charlotte, NC 28230–0035
Project Director:	Anne Udall (704) 343–5400
Target Grade Level:	Kindergarten through grade 3
Target Population:	Economically disadvantaged, culturally diverse students
Grant Period:	10/1/92 through 9/30/95
FY 92 Funding:	$248,936

Project START is designed to identify more economically disadvantaged and culturally diverse students for participation in gifted education programs. In addition, it uses intervention strategies to increase these students' academic performance in the regular classroom setting, and it provides support to their teachers and families.

A total of 160 students in 16 schools participate in the project and receive two or more of the following interventions:

- Family outreach: parents are recruited and trained in gifted characteristics, child advocacy, nurturing children's talents, working with teachers, and voluntarism;
- Curriculum modifications: teachers are trained in curricular approaches designed to develop language fluency, stress a performance-oriented environment, and emphasize multicultural values;
- School selection: schools are chosen for participation based on their clear and consistent communication of high academic expectations; and

- Mentor programming: community volunteers mentor a sample of students during semimonthly academic tutoring and enrichment experiences.

Project START also collaborates with the National Research Center on the Gifted and Talented at the University of Virginia. The center addresses a variety of research questions, including the degree to which teacher attitudes toward students change as a result of training in the characteristics of underserved gifted students and which intervention strategies are most effective in enhancing these youngsters' academic performance.

LEGACY: Linking Educators and the Gifted with Attorneys for Civics: Yes!

Grantee: Center for Research and Development in Law-Related Education (CRADLE)
Wake Forest University Law School
P.O. Box 7206, Reynolds Station
Winston-Salem, NC 27109

Project Director: Julia P. Hardin
(910) 721–3355

Target Grade Level: Kindergarten through grade 12

Target Population: Economically disadvantaged, limited English proficient, and disabled students

Grant Period: 10/1/92 through 9/30/95

FY 92 Funding: $173,588

LEGACY's primary purpose is to develop and disseminate improved curriculum materials to help teachers provide effective civics education for gifted and talented students. As a first step toward this goal, the Center for Research and Development in Law-Related Education (CRADLE) selected 50 teachers nationwide to take part in a training institute in the development of new approaches in civics education for gifted and talented youngsters. This training prepared teachers to develop their own civics curricula for gifted learners, while emphasizing successful strategies for the "at-risk" gifted learner.

LEGACY also addresses the critical need for mentoring and technical assistance in the preparation of curricula. Teachers receive ongoing support for the full academic year in the form of an experienced teacher-mentor and a volunteer attorney-partner who help develop, test, and demonstrate the curriculum. Attorneys located in the teachers' community also volunteer time to help them in the classroom. In addition, teachers are assigned experienced civics education mentors with

whom they can communicate, as well as with one another, via LREnet, the CRADLE electronic bulletin board system. In consultation with their mentors, teachers submitted detailed 5–10 page descriptions of their new curricula to the LEGACY project director in March 1994.

As part of the teachers' commitment to the project, they will train at least 25 other teachers to use the new curricula during the second academic year following the institute. Dissemination will also occur by publishing and distributing a manual describing these new approaches and by adding the materials to the National Repository of Teacher-Developed Lessons on Law and the Constitution.

Ohio

A Project To Enhance Teacher and Parent Interaction Related to the Teaching of Minority and Disadvantaged Gifted Students

Grantee:	Wright State University 3640 Colonel Glenn Highway Dayton, OH 45435
Project Director:	Patricia A. Kleine (513) 873–2518
Target Grade Level:	Prekindergarten through grade 3
Target Population:	Economically disadvantaged and minority students
Grant Period:	10/1/92 through 9/30/95
FY 92 Funding:	$189,346

This project gives paramount importance to the role parents play not only in identifying gifted children, but also in developing their personality and attitudes towards performance. It focusses on involving parents from economically disadvantaged and minority backgrounds in their young child's schooling experience. To achieve this goal, the university uses a parent-school intervention model that has worked well with parents of majority-culture gifted students, but has not been applied to parents from minority and disadvantaged backgrounds.

At the heart of the model are 10 90-minute discussion groups at which parents receive and discuss information on such topics as identification, motivation, discipline, stress management, and peer relationships. The goal is to promote knowledge, attitudes, and skills recognized as helpful in the following key areas:

- Improving parents' understanding of gifted children's characteristics;
- Increasing understanding of the roles schools may play with such children;

- Improving parent-school communication;
- Reducing parental stress;
- Enhancing communication between parent and child;
- Increasing parental nurturing of the child's positive behaviors; and
- Reducing problem behaviors both at home and at school.

To maximize the likelihood of success, a series of workshops is offered to all primary and preschool teachers in the geographic study area. Teachers are surveyed about their knowledge of gifted children's characteristics and their attitudes toward these children's parents. They also receive information about the characteristics and needs of the children, common patterns of family interactions, and methods of enhancing parent-school relationships.

Ohio's Comprehensive Inservice Training Program for Identifying and Providing Services to Young Gifted Children Who Are Economically Disadvantaged

Grantee:	Ohio Department of Education 933 High Street Worthington, OH 43085
Project Director:	John Herner (614) 466–2650
Target Grade Level:	Kindergarten through grade 3
Target Population:	Economically disadvantaged
Grant Period:	10/1/92 through 9/30/95
FY 92 Funding:	$208,963

The Ohio project is developing a replicable inservice training model that will improve methods for identifying and providing services to young, economically disadvantaged gifted children. Targeting five urban and Appalachian sites with high poverty levels and large numbers of students who are from lower socioeconomic circumstances, the project has three primary objectives:

- To increase parents' involvement in their children's learning by creating widespread community and parent awareness of the needs and characteristics of young gifted children;
- To provide inservice training to elementary school teaching staff in improving individualized instruction within the regular classroom to accommodate young gifted children; and
- To provide intensive training to 25 principal-led building teams (5 buildings within each of the 5 sites) in identifying and providing appropriate services to economically disadvantaged gifted children in grades K–3. A parent of a gifted child will be a full member of each team.

This project targets key components of school restructuring at the state and national levels in three ways:

- First, by achieving significantly improved performance from all students;
- Second, by assuring that every child has an advocate; and
- Third, by empowering school-based staff to play a major role in instructional decision making.

Oklahoma

Cherokee Nation Summer Program for Gifted and Talented Students

Grantee:	Cherokee Nation of Oklahoma P.O. Box 948 Tahlequah, OK 74465
Project Director:	Mary Jo Cole (918) 456–0671
Target Grade Level:	12- to 15-year-old students
Target Population:	American Indian children of the Cherokee Nation
Grant Period:	11/1/92 through 10/31/95
FY 92 Funding:	$54,349

With a membership of over 128,000, the Cherokee Nation of Oklahoma is the second largest Indian tribe in the United States. The five-county area with the highest concentration of tribal members is characterized by poverty, high unemployment levels, substandard living conditions, and low educational attainment. Cherokee children who are gifted and talented are apt to lack opportunities to participate in programs that are educationally or developmentally appropriate.

To partially remedy this situation, the project serves 50 gifted and talented students ages 12 through 15 in a culturally relevant, 3-week summer enrichment program. Participants receive total immersion in a curriculum that has been adapted specifically to meet their educational and developmental needs. Students' qualitative, technical, and critical thinking skills are sharpened through the use of mathematics and science, while emphasis is also placed on developing creative and effective writing skills. In addition to imparting academic competencies, the program protects and maintains traditional cultures and values. Cherokee language, oral culture, and history are promoted through listening, writing, speaking, and reading about tribal language, history, and culture both in and outside of classes.

Parental involvement is encouraged by providing special cultural activities on weekends. In conjunction with these activities, two parenting sessions inform parents about the program's importance and stress the need for them to support their children's success.

In addition, a full-time program specialist provides inservice training to public school teachers on gifted and talented identification processes, special curriculum needs, and techniques for measuring giftedness.

Center for Arts and Sciences

Grantee:	The University of Tulsa 600 South College Tulsa, OK 74104
Project Director:	Patricia L. Hollingsworth (918) 631–2569
Target Grade Level:	Kindergarten through grade 5
Target Population:	Economically disadvantaged, rural, and minority students
Grant Period:	10/1/92 through 9/30/95
FY 92 Funding:	$203,793

The Center project builds upon five successful and established University of Tulsa projects. The most notable of these are the summer science workshops funded by the National Science Foundation (NSF) and the Department of Education's Dwight D. Eisenhower Mathematics and Science Education Program.

Teachers who have completed NSF-Eisenhower summer workshops are eligible for another summer workshop that accents the performing arts. Experts in the fields of art, drama, and writing teach them methods and techniques that foster the active construction of knowledge in their classrooms and help them build on their previous scientific training in the NSF workshops. Teachers learn to develop and implement challenging curricula that integrate various disciplines and that stress students' creation of original plays and products.

The teacher workshop runs concurrently with demonstration workshops for gifted children in grades K–5, and all focus on the parallels between the arts and sciences in the area of problem solving. In addition, each workshop encourages the creation of original plays and the development of creative products involving two or more disciplines.

In the fall following the workshop, teachers implement the interdisciplinary approach in their classrooms and, accompanied by parents and administrators, they return to the university for a day-long convention for parents and teachers of the gifted.

Parents, administrators, teachers, and students also take part in the Winter Drama Festival and the Creative Producers' Convention, where children are able to present their plays and display the creative products they have developed in class.

In addition to curriculum development support, this project provides early intervention services to young, economically disadvantaged, rural, and minority gifted students. It is structured to ensure parent and administrator involvement with these youngsters and to provide competent established leadership and long-term involvement with project participants.

Pennsylvania

The Pittsburgh K–3 Gifted Project

Grantee:	School District of Pittsburgh 341 South Bellefield Avenue Pittsburgh, PA 15233
Project Director:	Janice Matthew (412) 323–3960
Target Grade Level:	Kindergarten through grade 3
Target Population:	Economically disadvantaged and culturally diverse students
Grant Period:	10/1/92 through 9/30/95
FY 92 Funding:	$193,264

The Pittsburgh K–3 Gifted Project is working to develop a model for other urban districts to screen, identify, and create programs for culturally diverse and economically disadvantaged gifted children. To achieve this goal, the school district has developed a comprehensive strategy that encompasses assessment, teacher training, and services and support to parents.

The project's primary objectives are

- To field test screening and identification practices recommended in the literature for use with the target population;
- To produce an inclusionary staff development model for administrators, regular classroom teachers, preservice teachers, and teachers of gifted students on topics related to screening, identification, programming, and current research in the field of gifted education;
- To develop and implement programming to meet the cognitive and affective needs of the targeted students;

- To provide parents with educational services and support, including a resource room, monthly parent-student seminars, and a helpline to assist parents with concerns;
- To establish a school district-university collaborative with the University of Pittsburgh that will facilitate the preparation of preservice teachers, counselors, and psychologists to work with the targeted students;
- To establish school-business-community partnerships that would identify and train mentors for the target populations and sponsor scholarships for Saturday and summer academies and cultural experiences; and
- To conduct evaluation studies for each project objective.

Project SEARCH (Selection, Enrichment, and Acceleration of Rural CHildren)

Grantee:	South Carolina Department of Education 1429 Senate Street Columbia, SC 29201
Project Director:	Anne H. Elam (803) 734–8386
Assistant Project Director:	Julia Swanson (803) 953–5106
Target Grade Level:	Kindergarten through grade 2
Target Population:	Economically disadvantaged, minority students from rural backgrounds
Grant Period:	10/1/92 through 9/30/95
FY 92 Funding:	$128,785

The overall goal of this project is to increase the number of disadvantaged students participating in state-funded gifted and talented programs. To achieve this end, Project SEARCH plans to

- Develop a screening system that employs nontraditional methods to identify potential among young children;
- Develop a model program that nurtures this potential; and
- Disseminate throughout the state the good practices identified from the project.

Because the project targets very young children, the instructional model combines practices that are developmentally appropriate for the early childhood and primary levels with strategies for nurturing and developing the potential talents of low SES, rural students. Key elements include language development through literature, drama, and hands-on, and student-centered teaching in science and mathematics. In addition,

children's experiences will be enriched through field studies, open-ended projects based on students' interests, and literature- and language-based activities to develop spoken and written language. In grades K–2, this plan will be used within the regular classroom setting, with the teacher planning activities that challenge the abilities of all children.

Project SEARCH teachers will be involved in ongoing staff development activities designed to add to their teaching repertoire, equipping them with strategies and materials needed to provide challenging, stimulating learning experiences. In addition, teachers will participate in summer institutes where they will learn about the characteristics of gifted children and how to identify curriculum for these youngsters.

Texas

Project Mustard Seed

Grantee:	Baylor University School of Education P.O. Box 97314 Waco, McLennan County, TX 76798–7314
Project Directors:	Susan Johnsen (817) 755–3111 Pat Haensly (409) 845–2337
Target Grade Level:	Kindergarten through grade 8
Target Population:	Culturally diverse, economically disadvantaged gifted students in regular classrooms
Grant Period:	9/1/93 through 8/30/96
FY 92 Funding:	$237,594

Project Mustard Seed is a cooperative effort of staff at Baylor University, Texas A&M University, and the Office of Gifted Education in the Fort Worth Independent School District, administrators in small and rural districts, and Education Service Center consultants in gifted education for the Regions VI, XI, and XII. The project's intent is to identify schools serving primarily lower-income and minority students, and to select measures to identify mentor teachers, cohort teachers, administrators, and community representatives.

Project Mustard Seed will include key decisionmakers (i.e., directors and coordinators of gifted education programs, curriculum, and staff development, and principals) of the involved school districts from its inception to ensure that common goals exist. It will address multiple discipline areas in elementary schools in large, medium, and small districts serving economically disadvantaged children.

The project uses the trainer-of-trainers model with an emphasis on assisting practicing teachers to become exemplars of instructional excellence. This process will prepare teachers to individualize thematic,

interdisciplinary curricula appropriately for the gifted as well as for children at other ability levels in the regular classroom. Project Mustard Seed is developing a curriculum that is appropriate for gifted and talented students, individualized instruction, collaboration among schools, technical assistance, and teacher preparation.

The primary objectives of Project Mustard Seed are

- To develop effective curricula for training teachers to individualize instruction and for administrators and community representatives to support teachers, be aware of gifted needs, and advocate for gifted students;
- To develop individualized student curricula that integrate science, fine arts, mathematics, humanities, and the social sciences;
- To initiate a system of computer and personal networking for teachers within and between schools;
- To demonstrate and evaluate the effectiveness of the project's model for individualizing instruction and integrating an environment for gifted and talented students in regular classrooms; and
- To disseminate nationally three sets of staff training curricula and student curricula.

Virginia

National Training Program for Gifted Education

Grantee:	Council for Exceptional Children (CEC) 1920 Association Drive Reston, VA 22091
Project Director:	Felice Kaufmann (703) 620–3660
Target Grade Level:	Not applicable
Target Population:	Professionals involved in gifted education
Grant Period:	1/1/93 through 12/31/95
FY 92 Funding:	$195,758

The primary purpose of this project is to provide continuing education opportunities for professionals involved in educating gifted and talented students. A related mission is to promote the principles and practices of gifted education to the broader education community. The goals of the national training effort are to

- Advance the education of gifted students by providing research-based, state-of-the-art training and materials that can help school systems and personnel identify and educate these youngsters;
- Advance the education of students by making the pedagogy of gifted education more accessible to professionals in the broader education community; and
- Extend the options available to trainers in gifted education by providing an organized base of materials and products for use in new or established training programs.

The National Training Program uses three formats for delivering planned training activities to progressively larger target audiences. An annual **leadership symposium** will convene leaders in the field of gifted education to examine policy and practice in the field and interact with

colleagues in general education, government, and business. An annual **institute** will provide in-depth continuing education for teacher educators, administrators, and supervisory and other personnel involved in preservice and inservice education. A **television-based continuing education series** will extend opportunities to a broad audience of practitioners nationwide. In addition, CEC will develop related information and training materials for dissemination to the professional education community nationwide.

Over the course of the project, it is expected that several thousand professionals will benefit directly from the continuing education activities. Many more will have access to the training and informational products disseminated by the project.

A National Dissemination Project: Science Curriculum for High-Ability Learners

Grantee:	College of William and Mary Center for Gifted Education P.O. Box 8795 Williamsburg, VA 23187–8795
Project Director:	Joyce Van Tassel-Baska (804) 221–2347
Target Grade Level:	Kindergarten through grade 8
Target Population:	Teachers and administrators
Grant Period:	10/1/92 through 9/30/95
FY 92 Funding:	$232,816

The purpose of the National Dissemination Project is to share information about and enhance the impact of appropriate science programs for high-ability learners. Classroom teachers of high-ability students and relevant administrators will learn to create new curricula or implement existing ones that are compatible with recommendations of national reform reports and the recently developed National Science Curriculum for High-Ability Learners.

These objectives will be realized through dissemination approaches that include a 3-week summer curriculum development institute at William and Mary, on-site school follow-up with institute teachers during the academic year, and 1-week joint state and national dissemination conferences at six selected sites. Teachers participating in the institute receive training in the content, curriculum structure, pedagogy, and "ethos" of the new science. Work produced in the summer is tested and evaluated in classrooms during the school year.

This project has four major goals:

- To develop a training model in science for K–8 teachers of high-ability learners that provides up-to-date science content and

concepts, effective research skills, and applied experiences with exemplary science materials and technology;

- To increase teachers' knowledge of and skills in current and innovative practices of science that should be included in school programs for high-ability learners at K–8 levels;
- To enhance the planning and implementation of an appropriate science-based curriculum in various classroom settings; and
- To disseminate nationally products developed under a U.S. Department of Education science curriculum development contract.

This project is expected to reach 900 to 1,200 educators annually and to impact directly on many more by improving science education for high-ability students at the elementary and middle school levels.

Washington

Identifying and Nurturing Early Mathematical Talent

Grantee:	University of Washington Seattle, WA 98195
Project Director:	Nancy M. Robinson (206) 543–4160
Target Grade Level:	Preschool through grade 1
Target Population:	Children ages 4–6
Grant Period:	1/1/93 through 12/31/95
FY 92 Funding:	$201,808

This University of Washington project will focus on the unmet needs of children ages 4–6, when they are first identified as advanced in mathematical reasoning. The project has three priorities: early childhood education, subject-area focus on mathematics, and inservice training for teachers.

The program's objectives are to

- Develop a battery of quantitative and qualitative measures to identify and assess mathematically talented children at the outset of the 2-year investigation;
- Develop, validate, and disseminate a two-prong intervention program with both direct services to children and consultation with teachers;
- Include families in identifying and nurturing talent and produce a publication to assist parents;
- Develop and validate inservice training for educators to disseminate the identification and intervention model, and produce a publication for educators that summarizes the rationale, organization, and content of the model; and
- Add to the knowledge about the nature and natural course of early mathematical precocity.

The project will enroll 300 children and their families. Enrollment will include children from diverse socioeconomic and ethnic backgrounds and public and private programs. It will also examine gender issues for factors that may contribute to later underachievement in girls and minorities.

Challenging Upper Elementary School Gifted Students by Integrating Course Curriculum With the Law

Grantee:	University of Puget Sound School of Law 950 Broadway Plaza Tacoma, WA 98402
Project Director:	Margaret Armancas-Fisher (206) 591–2215
Target Grade Level:	Grades 4 through 8
Target Population:	Teachers and administrators
Grant Period:	10/1/92 through 9/30/94
FY 92 Funding:	$232,816

Recognized nationally and internationally as a leader in law-related education, the University of Puget Sound School of Law's Institute for Citizen Education in the Law (UPSICEL) will use law as a vehicle to challenge gifted students by focusing their attention on significant issues and problems facing today's society.

The University of Puget Sound's overall goal is to join forces with statewide gifted and talented networks to meet the special educational needs of upper elementary and middle school gifted and talented students. The project plans to do this in several ways: (1) by developing integrated curriculum using law that will challenge and stimulate students; (2) by conducting inservice training for teachers, administrators, counselors, and other educational personnel who work with gifted and talented students; and (3) by incorporating community service learning as an instructional model.

The project will develop a teacher's guide to provide teachers with detailed strategies for teaching eight new model units that are being established. Each of these units will serve as an example of a particular teaching strategy such as mock trials, role plays, case studies, and interactive group activities. The units will promote critical thinking skills while integrating

the law with English, history, geography, civics, and science. Through the eight units, students will learn to identify facts, determine issues, develop arguments, weigh the facts, issues, and arguments, solve problems, and reach decisions. The project also plans to train 82 teachers and provide awareness training for another 90 school personnel. Selected material will be translated into Vietnamese and Spanish to allow for broader access.

The approach used in this project is expected to increase students' competency in law-related knowledge and skills (such as listening, speaking, persuading, debating, and advocating) and to promote students' disposition toward active citizenship.